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ABSTRACT

This building profile provides standard information about one of the 129 schools of the Cleveland Public Schools (Ohio) in 1986-87. Information for the Central Intermediate School (CIS), serving grades 7 and 8, is presented along with comparative data for the school cluster and for the district as a whole. In 1986-87, 404 Black students and 237 others were enrolled in the CIS. Information presented includes: (1) mobility rate, the change in school population in the year; (2) number of students served by bilingual programs; (3) enrollment; (4) number of corporal punishments; (5) number of students suspended; (6) number of suspensions; (7) attendance rate; (8) failure rate; (9) dropout rate; (10) total teacher contracts; and (11) mastery of reading objectives. Additional information includes comparative reading comprehension and mathematics concepts and applications scores. Five-year goals and objectives are summarized. The remedial order by the United States District Court in 1978 to end segregation in the school system is included. Eleven data tables and four graphs are provided. (SLD)

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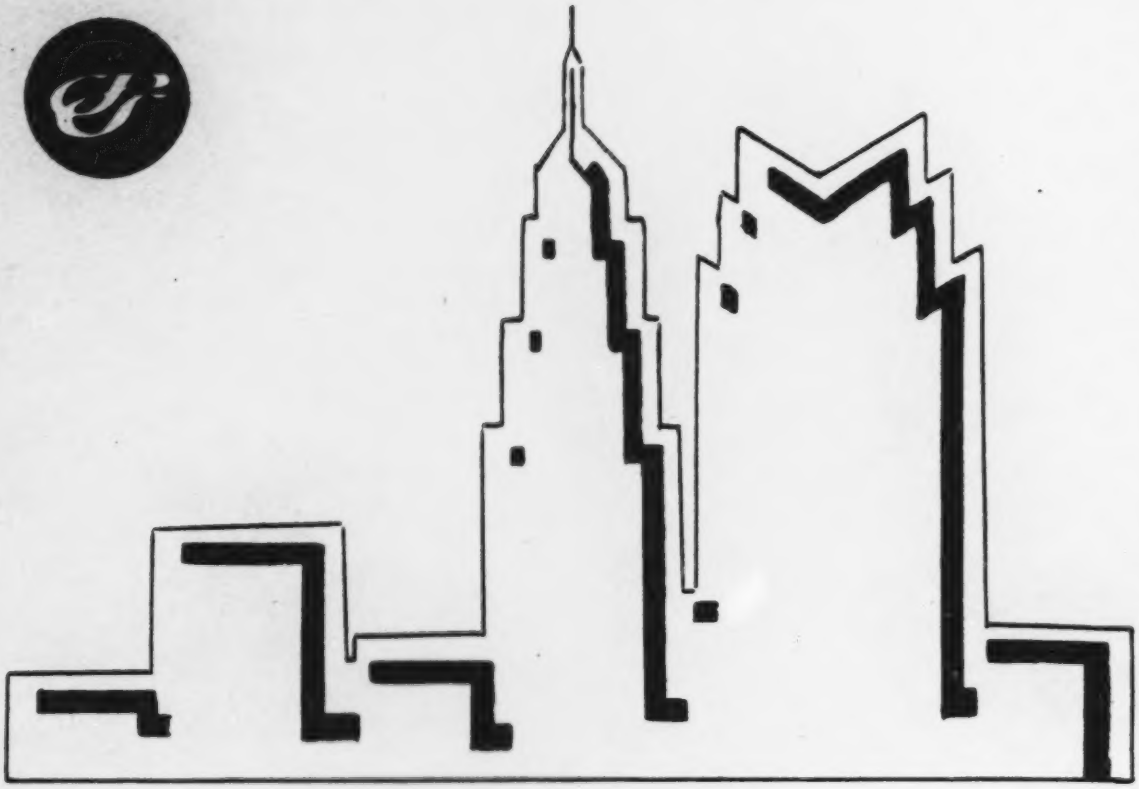

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1986-87 Profile

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Central Intermediate School

Cleveland City School District Cleveland, Ohio
Alfred D. Tutela, Superintendent

TM 012 149

About this Profile

This building profile provides standard information about one of the 129 schools operated by the Cleveland Public Schools in 1986-87. Information about this building is located on right-hand pages. The facing left-hand pages present comparative data for its cluster and for the district as a whole.

Every building is part of a cluster. There were six clusters in 1986-87, organized with the approval of the United States District Court under the Remedial Order of February 6, 1978. Each cluster is headed by an Area Superintendent.

In addition to the regular curriculum provided by regular teachers, most Cleveland schools offer one or more Special Education programs designed for children with handicaps or special needs. The programs available in this building are named on the opposite page.

Some information is reported by race. "Other" includes White, Asian, Pacific Islander, Native American, and Hispanic.

The information presented is as follows:

Mobility Rate, a measure of change in school population during the year, is the sum of several kinds of movement (first-time entries, reentries, withdrawals, and transfers to and from other Cleveland schools), divided by enrollment.

Bilingual Programs serve children whose native language is not English, providing instruction and supportive services in the native language while students are learning English.

Enrollment is the yearly average of children officially enrolled, technically called the Average Daily Membership.

Number of Corporal Punishments is the total number of occasions during the year on which students received physical punishment from teachers or administrators.

Number of Students Suspended is the number of different students who were suspended at any time during the year. Suspension may be either internal (exclusion from regular classes while continuing to attend school) or external (exclusion from the building for a stated time).

Number of Suspensions is the total number of times that students were suspended during the year. A student suspended more than once was counted as many times as he or she was suspended.

Attendance Rate is the average number of students in attendance for the year, divided by enrollment.

Failure Rate is the proportion of students enrolled at year-end who were not promoted to the next grade. This calculation does not reflect Summer School promotions.

Dropout Rate is the number of dropouts for the year divided by enrollment, taken from a report prepared for the Ohio Department of Education (Report OCCD5).

Regular Teacher Contracts are of two types. *Continuing* contracts are held only by teachers with at least three years of service who have gained tenure in Cleveland. All other contracts are *Limited.* The reported totals exclude administrators, counselors, and nurses.

Mastery of Reading Objectives is determined annually in grades 1-9 by the Cleveland Reading Competency Test. Each objective was measured by four test questions. A student who answered three or four of those questions correctly was scored as mastering the objective.

Cluster Office

Area Superintendent (1987-88) .... William Martoccia
Office Location ..... 6900 Harvard Ave.
Telephone 441-8053

Acknowledgments

This building profile was prepared in the Department of Research and Analysis (Dr. Ofelia Halasa, Interim Chief), Cleveland City School District, 1380 East 6th Street, Cleveland, Ohio 44114-1667. For further information, call 216-574-8537.

The cover of this publication was adapted from a design by Andre Givhan, an 11th grade student at Cleveland School of the Arts.

Comparative Information, District-wide and for East Tech/South Cluster, 1986-87

	District-Wide			Cluster		
	Black	*Other*	*Total*	*Black*	*Other*	*Total*
Mobility Rate			60%			61%
No. Served by Bilingual Programs			2,657			70
Enrollment, K-12	50,301	22,146	72,447	7,215	3,005	10,220
Number Corporal Punishments	370	132	502	44	18	62
Number Students Suspended	10,353	3,263	13,616	1,506	551	2,057
Number of Suspensions	25,810	8,204	34,014	3,499	1,229	4,728
Attendance Rate	89%	83%	87%	88%	84%	87%
Failure Rate	14%	16%	15%	13%	16%	14%
Dropout Rate	4%	6%	4%	4%	6%	4%

1986-87 School Profile of Central Intermediate

GENERAL INFORMATION

Principal (1987-88) ..... Walker T. Russell
Address ..... 2225 E. 40th St.
Telephone 431-4410
Cluster ..... East Tech/South
Grades Served 7-8

Special Programs: Learning Disabled, Developmentally Handicapped, Social Conduct (DH), Major Work/Honors

Extracurricular Activities: ACADEMIC CLUBS, ARTS AND CRAFTS, OUTSIDE SPONSORED, SCIENCE, SPORTS, MUSIC

Mobility Rate 57%
No. of Students Served by Bilingual Programs . 1

PROGRESS TOWARD DISTRICT GOALS

In 1985, the Cleveland Board of Education adopted five-year goals, which were translated into yearly objectives. The tables at right report how this building compared with the 1986-87 objectives for six indicators of school progress and selected tests. (See the last page for further information.) The key to the symbols at right is as follows:

Met or exceeded the objective	⊕
Fell short, but came closer than last year	⇑
Fell short; not much change from last year	⇔
Fell short even more than last year	⇓
Fell short; cannot be compared with last year	∅
Test not given at this grade level	⋄

SCHOOL PROGRESS INDICATORS

Racial Balance of Student body	⊕
Reduced Number of Suspensions	⊕
Racial Balance of Suspended Students	⊕
Attendance Rate Improvement	⇑
Reduced Dropout Rate	⇔
Racial Balance of Dropouts	⇑

PERFORMANCE ON DISTRICT-WIDE TESTS

		CAT - READING Comprehension		CAT - MATH Concepts/Applications			
Grade	CRCT	Upper	High	Upper	High	Race	CMCT
7	⇓	⇔	⇓	⇔	⇔	⊕	⋄
8	⇑	⇓	⇔	⇓	⇓	⇓	∅

Key to Test Headings

CAT	California Achievement Tests
CMCT	Cleveland Mathematics Competency Tests
CRCT	Cleveland Reading Competency Tests
Upper	Students scoring in the upper six stanines (stanines 4-9)
High	Students scoring in the three highest stanines (stanines 7-9)
Race	Proportions, by race, of students scoring in stanines 4-9

DEMOGRAPHIC INFORMATION

	1986-87			1985-86		
	Black	*Other*	*Total*	*Black*	*Other*	*Total*
Enrollment	404	237	640	437	301	738
Number Corporal Punishments	3	8	11	1	3	4
Number Students Suspended	187	96	283	226	137	363
Number of Suspensions	390	211	601	440	268	708
Attendance Rate	86%	75%	82%	83%	63%	75%
Failure Rate	15%	27%	19%	4%	8%	6%
Dropout Rate	1%	1%	1%	0%	0%	0%

STAFF INFORMATION

PRINCIPAL *(1986-87):* ..... Walker T. Russell
Number of years in building . 4
Race ..... Other

TEACHERS: *Number of Teachers* 49
Contract type: *Limited* 23
Continuing . 26
Race: *Black* 29
Other 20

Days Absent: *Average* 8.84
Median 5

MASTERY OF READING OBJECTIVES

Cleveland Reading Competency Test

Number of classes having 75% or more of students mastering 75% or more of the objectives 4

Percent of Students Mastering 75% of Objectives

Grade	*7*	*8*
1985-86	29	41
1986-87	23	44

COMPARATIVE READING COMPREHENSION SCORES, District-wide and for East Tech/South Cluster

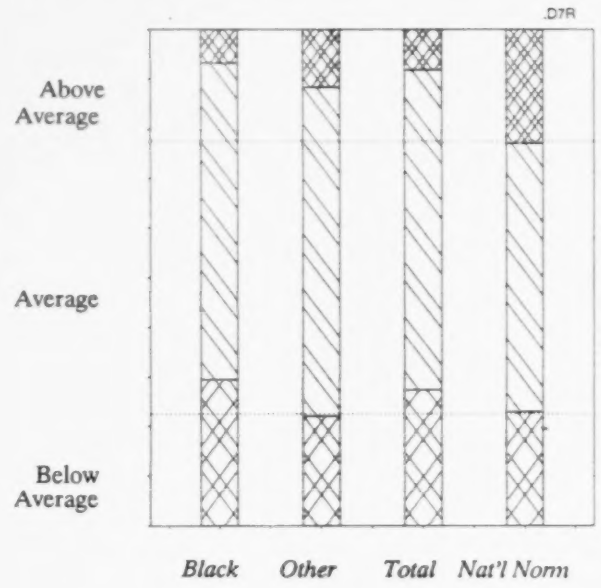
Percent of Students Scoring Above Average, Average, and Below Average, by Race, 1986-87, for Grades 7-8

This information is provided for comparison with the building results on the next page.

		.....District.....				.....Cluster.....			
Grade	Race	No.	⇑	⇔	⇓	No.	⇑	⇔	⇓
7	*Black*	2,842	5	69	26	301	2	67	30
	*Other**	1,142	11	69	20	149	9	65	26
	Total	3,984	7	69	24	450	5	67	29
8	*Black*	3,095	9	61	30	293	9	61	31
	*Other**	1,121	14	64	22	141	11	67	22
	Total	4,216	10	62	28	434	9	63	28

Composite Percent of Students in Grades 7-8 Scoring Above Average, Average, and Below Average, by Race, 1986-87

California Achievement Test, Form E



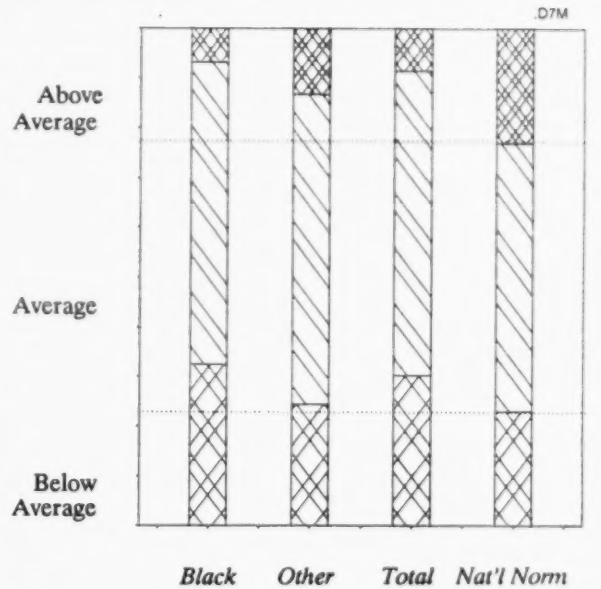
MATHEMATICS CONCEPTS & APPLICATIONS SCORES

Percent of Students Scoring Above Average, Average, and Below Average, by Grade and Race, 1986-87

		.....District.....				.....Cluster.....			
Grade	Race	No.	⇑	⇔	⇓	No.	⇑	⇔	⇓
7	*Black*	2,735	7	66	27	315	5	65	30
	*Other**	1,239	15	64	21	168	19	62	19
	Total	3,976	9	65	25	483	10	64	26
8	*Black*	2,704	7	58	35	240	6	54	40
	*Other**	1,136	16	59	25	122	11	61	28
	Total	3,807	9	58	33	362	8	56	36

Composite Percent of Students in Grades 7-8 Scoring Above Average, Average, and Below Average, by Race, 1986-87

California Achievement Test, Form E



Key to Table Headings

CAT	California Achievement Test
CTBS	Comprehensive Test of Basic Skills
*	White in 1985-86 data
⇑	Above Average (stanines 7-9)
⇔	Average (stanines 4-6)
⇓	Below Average (stanines 1-3)

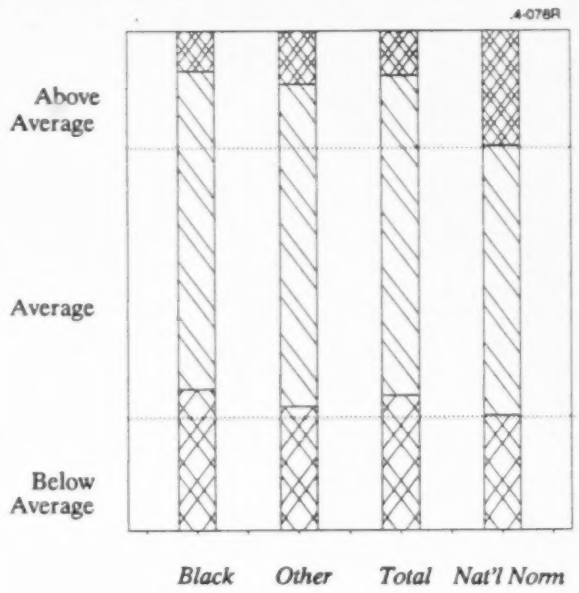
READING COMPREHENSION SCORES for Central Intermediate

Percent of Students Scoring Above Average, Average, and Below Average, by Grade and Race, 1986-87 and 1985-86

		CAT				*CTBS*			
		.....1986-87.....				*.....1985-86.....*			
Grade	Race	No.	⇑	⇔	⇓	No.	⇑	⇔	⇓
7	*Black*	138	4	67	30	149	10	62	28
	*Other**	79	10	65	25	77	12	57	31
	Total	217	6	66	28	229	11	60	29
8	*Black*	148	12	61	27	182	5	72	23
	*Other**	70	11	64	24	95	23	59	18
	Total	218	12	62	26	283	11	68	21

Composite Percent of Students in Grades 7-8 Scoring Above Average, Average, and Below Average, by Race, 1986-87

California Achievement Test, Form E



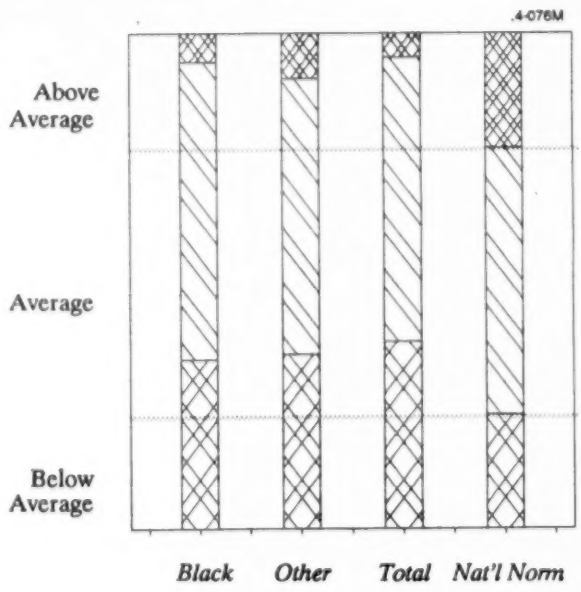
MATHEMATICS CONCEPTS & APPLICATIONS SCORES

Percent of Students Scoring Above Average, Average, and Below Average, by Grade and Race, 1986-87 and 1985-86

		CAT				*CTBS*			
		.....1986-87.....				*.....1985-86.....*			
Grade	Race	No.	⇑	⇔	⇓	No.	⇑	⇔	⇓
7	*Black*	155	5	66	29	155	8	64	28
	*Other**	102	17	61	23	86	13	64	23
	Total	257	9	64	26	244	9	64	27
8	*Black*	123	7	52	41	158	7	72	22
	*Other**	58	14	55	31	98	21	58	20
	Total	181	9	53	38	260	12	67	21

Composite Percent of Students in Grades 7-8 Scoring Above Average, Average, and Below Average, by Race, 1986-87

California Achievement Test, Form E



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⇓	Below Average (stanines 1-3)

FIVE-YEAR GOALS AND 1986-87 OBJECTIVES

The first page of building information in this profile reports the progress made by this building in achieving 13 of the five-year goals adopted by the Cleveland Board of Education in 1985. Six are reported as "School Progress Indicators;" the remainder are based on performance on District-wide tests. Each of those 13 indicators is further described below with a detailed statement of its five-year goal, the objective for 1986-87, and the basis of the symbol that means "not much change" on page 1.

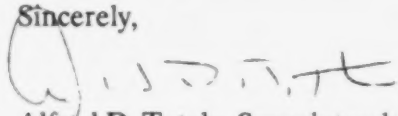
Indicator	Goal by 1989-90	Objective for 1986-87	"Not much change from last year" (⇔ symbol) means:
Racial Balance of Student Body	Within 15 percentage points of District Black/Other Ratio	Same as 1989-90 goal	Within one percentage point
Reduced Number of Suspensions	Internal and external suspensions reduced each year by 10% starting from 1985-86	Reduced 10% from 1985-86	Within one percentage point
Racial Balance of Suspended Students	Within 5 percentage points of District Black/Other ratio	Same as 1989-90 goal	Within one percentage point
Attendance Rate Improvement	At least 95% in elementary buildings, 90% in junior highs, 85% in senior highs	At least 93.5% in elementary buildings, 85% in intermediate schools, and 82% in senior high schools	Within one-half of a percentage point
Reduced Dropout Rate	Decrease by 5% annually, starting from 1984-85	Decrease by 5% from 1985-86	Within one percentage point
Racial Balance of Dropouts	Within 5 percentage points of District Black/Other ratio	Within 8 percentage points of District ratio	Within three percentage points
Standardized Reading Comprehension Test Results (two goals)	At least 80% scoring in "Upper" range (stanines 4-9)	Meet 1989-90 goal in 10 grades	Within one percentage point
	At least 23% scoring in "High" range (stanines 7-9)	Meet 1989-90 goal in 5 grades	Within one percentage point
Standardized Mathematics Concepts & Applications Test Results (two goals)	At least 80% scoring in "Upper" range (stanines 4-9)	At least 79% scoring in the "Upper" range	Within one percentage point
	At least 23% scoring in "High" range (stanines 7-9)	At least 15% scoring in the "High" range	Within one percentage point
Racial Balance of Students Scoring in the "High" range, Math Concepts & Applications Test	Within 5 percentage points of the District Black/Other ratio	Within 9 percentage points of the District Black/Other ratio	Within one percentage point
Cleveland Reading Competency Test	At least 80% of students mastering at least 75% of objectives in all grades	At least 60% of students mastering at least 75% of the objectives in all grades	Within one percentage point
Cleveland Mathematics Competency Test	(No formal objective, since test introduced after goals adopted)	Same standard applied as for Cleveland Reading Competency Test	Same standard as CRCT

A Message from the Superintendent

This building profile report for the 1986-87 school year has been prepared in order to inform staff, students, parents, and the Cleveland community at large about the progress of your schools in a number of areas--especially those involved in achieving full compliance with the Remedial Order summarized at right.

The citizens of Cleveland should find reassurance in the information contained herein. It is factual evidence that your schools are striving for educational excellence to help the children of the city meet the challenges of the future.

Sincerely,



Alfred D. Tutela, Superintendent

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The Remedial Order

The U. S. District Court ruled in 1976 that the local and state boards of education were liable for practices of racial segregation in the Cleveland Public Schools. In 1978, the Court issued its Remedial Order, the plan for desegregating the school system. In addition to reassigning students to achieve integrated schools, the Remedial Order called for reform in 14 areas, or components. The status of each of the 14 components of the Remedial Order is summarized below:

I. Student Assignments. The District assigns students fairly to schools and programs.

II. Testing and Tracking. All tests--teacher-made, district, and standardized--must be administered and used in a non-discriminatory manner.

III. Affirmative Reading Program. The District must improve the reading scores of all students, and it must eliminate the achievement gap between Black and White children. Victims of past segregation practices receive special help to undo the effects of discrimination.

IV. Counseling and Career Guidance. Students are provided counseling about education, jobs, college, and careers.

V. Magnet and Vocational Schools and Programs. Racial balance is maintained in the enrollment of 11 magnet/vocational schools and numerous programs which increase the educational opportunities available to students.

VI. Cooperation with Universities, Business, and Cultural Organizations. The District boasts an extensive and growing network of partnerships with universities, businesses, and cultural institutions.

VII. Extracurricular Activities. Every school offers a varied, integrated extracurricular activities program which increases opportunities for excellence and enhances desegregation.

VIII. Staff Development and Student Training on Human Relations. A permanent program of staff development and student training teaches students and staff to respect all people.

IX. Student Rights. The District has established a uniform code of discipline and trains students and staff in their roles and responsibilities under the required code.

X. School Community Relations. A School Community Council operates in every school. Also, the District makes public information easily accessible and provides a mechanism for responding to community concerns.

XI. Transportation. A fleet of approximately 450 District-owned vehicles provides transportation to students in a safe and timely manner.

XII. Safety and Security. The District has implemented a plan which includes the safety of all students and staff and the security of all facilities.

XIII. Management and Finance. The District has ended state receivership of its finances, adopted policies and regulations which guide operations, and decentralized much control to the school building level.

XIV. Staff Desegregation. The teaching, administrative, clerical, and custodial staffs of all schools are desegregated.